

ABSTRAK

Perkembangan teknologi *Artificial Intelligence (AI)* membawa perubahan signifikan dalam dunia pendidikan, termasuk dalam pembelajaran sejarah. Terkait hal tersebut, penelitian ini bertujuan untuk (1) mendeskripsikan perencanaan, (2) menganalisis pelaksanaan, dan (3) mengevaluasi hasil pembelajaran sejarah dengan memanfaatkan AI di SMA Kolese De Britto, Yogyakarta. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri dari satu guru sejarah dan tiga siswa kelas X yang dipilih melalui teknik *purposive sampling*. Pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data menggunakan model analisis interaktif Miles, Huberman, dan Saldana yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan didukung oleh triangulasi sumber dan triangulasi teknik.

Hasil penelitian menunjukkan: (1) perencanaan pembelajaran sejarah berbasis AI dilakukan secara sistematis melalui penyusunan Rencana Pelaksanaan Pembelajaran (RPP) yang mengintegrasikan platform seperti ChatGPT, Gemini, DeepSeek, dan Canva, dengan penekanan pada desain prompt yang mendorong berpikir kritis; (2) pelaksanaan pembelajaran menunjukkan pergeseran peran guru dari penyampai materi menjadi fasilitator kritis yang menerapkan strategi

instructional scaffolding untuk mendorong siswa memverifikasi informasi AI dan mengembangkan pertanyaan analitis; (3) hasil pembelajaran memperlihatkan peningkatan keterlibatan siswa, munculnya perilaku komparatif dalam penggunaan AI, serta efisiensi akses informasi, namun juga ditemukan risiko *cognitive offloading* dan penerimaan informasi secara pasif apabila tidak disertai

pendampingan pedagogis yang memadai. Pada akhirnya, AI paling efektif digunakan sebagai katalis pembelajaran, bukan sebagai pengganti nalar siswa. Keberhasilan integrasi AI dalam pembelajaran sejarah sangat bergantung pada kualitas perencanaan pedagogis guru dan kesiapan literasi digital siswa.

Kata kunci: Artificial Intelligence, pembelajaran sejarah, studi kasus, berpikir kritis, *instructional scaffolding*



ABSTRACT

The development of Artificial Intelligence (AI) technology has brought significant changes in the world of education, including in history learning. In this regard, this study aims to (1) describe planning, (2) analyze implementation, and (3) evaluate the results of history learning by utilizing AI at SMA Kolese De Britto, Yogyakarta. The research uses a qualitative approach with a case study design. The research subjects consisted of one history teacher and three students of class X who were selected through purposive sampling techniques. Data collection was carried out through observation, in-depth interviews, and documentation. Data analysis uses the interactive analysis model of Miles, Huberman, and Saldana which includes data reduction, data presentation, and conclusion drawing and verification supported by source triangulation and triangulation techniques.

The results showed: (1) AI-based history learning planning was carried out systematically through the preparation of lesson plans that integrated platforms such as ChatGPT, Gemini, DeepSeek, and Canva, with an emphasis on prompt design that encourages critical thinking; (2) the implementation of learning shows a shift in the role of the teacher from the presenter of the material to a critical facilitator who applies the instructional scaffolding strategy to encourage students to verify AI

information and develop analytical questions; (3) learning outcomes show increased student involvement, the emergence of comparative behavior in the use of AI, and the efficiency of information access, but there is also a risk of cognitive offloading and passive receipt of information if it is not accompanied by adequate pedagogical assistance. Ultimately, AI is most effectively used as a catalyst for learning, not as a substitute for student reasoning. The success of AI integration in history learning is highly dependent on the quality of teachers' pedagogical planning and students' digital literacy readiness.

Keywords: *Artificial Intelligence, history learning, case studies, critical thinking, instructional scaffolding*

